

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN 2025–2026

"Faith and Learning... Celebrating the Journey"



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Section A: The Board's Consultation Process

THE BOARD'S CONSULTATION PROCESS

Purpose of the Standard

To provide details of the Board's Consultation Process to the ministry and to the public.

Requirements of the Standard

In developing and modifying their special education plans, boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

Description of Board's Consultation Process

The Board's philosophy of Special Education is based upon ongoing collaboration with all stakeholders including parents, students, staff, and community partners. The commitment to collaboration and continuous gathering of feedback is reflected by the Board's Special Education Inclusive Service Delivery Model and the IEP and IPRC processes. This informal and continuous consultation with parents, students, staff, and community partners represents an important first step in the Board's Consultation Process.

The second major component of the Board's Consultation Process is provided by the Special Education Advisory Committee. Opportunities for informal and continuous consultation with SEAC are afforded at each SEAC meeting during which presentations are made about special education programs and services, feedback is requested, and issues are discussed and addressed. Formal consultation with SEAC will occur through early and ongoing communication regarding the Ministry of Education's 'Standards for School Board's Special Education Plans', explicit requests for feedback from Association representatives, and SEAC involvement in summarizing the feedback received from various consultation processes.

The third component will formally seek input from community organizations. This currently occurs on an ongoing basis through SEAC and the Board's extensive involvement and partnership with community organizations.

All feedback received as a result of the many and varied consultations are reflected in the amendments made to the Special Education Plan and are presented to the SEAC and Board. No majority or minority reports concerning the Board's approved Special Education Plan have been received.

Timelines and Communication Strategies

Every effort will be made to communicate with stakeholders in a timely fashion regarding the consultation process and opportunities to provide input about the Special Education Plan. This will be accomplished through a combination of public presentations, SEAC and Board agendas

and website, and staff meetings. Timelines are as follows:

- The Special Education Plan Amendments were presented to SEAC on June 8, 2026, and to the Board by July 2026.
- The amended Special Education Plan checklist was submitted to the Ministry of Education by July 31, 2026.

SEAC Involvement in the Annual Review of the Special Education Plan

In addition to involvement in the Consultation Process as outlined above, SEAC members are also involved in the Annual Review through:

- ongoing reviews of special education programs and services through presentations and updates at SEAC meetings;
- participating in Ministry of Education training opportunities;
- ongoing discussions about the Standards for School Boards' Special Education Plans;
- reporting on the results of the Consultation Process and making related recommendations for the Special Education Plan;
- ongoing discussion at SEAC meetings re: all areas of Special Education;
- consideration of minority or majority reports concerning the approved plan that have been received from SEAC members; and
- recommending to the Board that the Special Education Plan be approved.

Section B: Special Education Programs and Services

SECTION B1: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Purpose of the Standard

To provide the ministry and the public with information on the Board's philosophy and service-delivery model for the provision of special education programs and services.

Board Mission Statement

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- Nurture a Christ-centred environment;
- Provide student-focused learning opportunities;
- Support the growth of the whole person.

Our Core Values

- **Growth of the Whole Person:** We embrace our covenant with God, the holistic development of all persons and excellence in student achievement.
- **Relationships:** We nurture positive places of learning with stewardship that honours the sacred dignity and inclusive success of all persons.

HPCDSB Operational Pillars

Huron-Perth Catholic Schools are:

1. **Places of Equity, Inclusion and Diversity:** where effective leadership encourages and promotes a collaborative, multi-dimensional approach to equity and inclusive education. As a Catholic community, we must ensure that students, parents, unions, service organizations and other community partners feel welcome, valued and appreciated.
2. **Places of Respect and Justice:** where all are encouraged to speak and act with fairness and respect towards people of all faiths and dispositions.
3. **Places of Hope:** for every one of our students. Catholic teachings and beliefs call our young people to move towards a hope-filled future. We invite them to be people of hope and to reach out to members of their local community and beyond.
4. **Places of Celebration:** We celebrate our rich history, the beauty and sacredness of those within our school community and the love of God. The human heart loves to celebrate. We have much to celebrate in our schools.
5. **Places of Quality Learning and Teaching:** Our goal is that each child will grow to be a well-rounded individual who achieves the Catholic Graduate Expectations through their K-12 journey. We honour the wisdom of teachers and create authentic opportunities to be lifelong learners in the Huron-Perth Community.

Philosophy of Special Education Services

The Huron-Perth Catholic District School Board's philosophy of inclusion is intrinsically linked to our Catholic faith and the core beliefs outlined in the Ministry document *Learning for All (2013)*.

In the Huron-Perth Catholic District School Board, every effort is made to ensure that students have the opportunity to attend their home school with their age-appropriate peers. Hence, it is critical that students be included in the school community to the highest degree of independence possible. Meaningful inclusion means that students are an intrinsic part of the school community and are provided with opportunities for personal growth through a carefully planned and judiciously executed program. Such experiences will provide for active participation in the school community. The educators must make every effort to develop the full potential of every child.

We believe that:

- All students can learn and that they have an inherent right to a caring, effective and inclusive education with their same-age peers;
- All students educated in our schools have the right to learn, to live and to contribute as responsible Catholics in society;
- Universal Design for Learning (UDL) and differentiated instruction are effective and interconnected means of ensuring high expectations are held for all and full participation in opportunities for learning and growth appropriate to individual needs, abilities and gifts are provided;
- Shared responsibility and collaboration among parents, students, teachers, school and system staff will enhance the learning and growth of all students;
- In the school community, each individual member is valued, diversity is celebrated as the norm, people are of equal worth, relationships are of mutual benefit, and belonging is nurtured;
- The Ontario Curriculum is designed for all students and instructional/assessment practices must reflect the abilities, needs, interests and learning styles of all students.

Legislative and Statutory Governance

The Huron-Perth Catholic District School Board is dedicated to providing a Christ-centered learning environment where every child's unique potential is celebrated and nurtured. Our model operates under an "Inclusion-First" framework, ensuring that students with diverse learning needs are educated alongside their peers in regular classroom settings to the maximum extent possible. Inclusive environments foster empathy, academic growth, and community solidarity, reflecting our Catholic values of compassion and social equity.

To support this inclusive vision, the Board has transitioned from legacy, response-based referral tracks to a modern Multi-Tiered System of Supports (MTSS) architecture. MTSS is an evidence-based, data-driven prevention framework that screens all learners early and provides increasingly focused layers of intervention to match student needs. The implementation of these core philosophical beliefs is operationally governed by the statutory mandates of *Ontario Regulation 181/98, Policy/Program Memorandum No. 8 (PPM 8)* regarding Learning Disabilities, and the procedural frameworks established within the Ministry documents *Learning for All (2013)* and *Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)*.

Multi-Tiered System of Supports (MTSS) Service-Delivery Model

- **Tier 1 – Universal Supports**

All students receive high-quality classroom instruction, differentiated learning opportunities, and universal supports within the regular classroom environment. Classroom educators use assessment and observational data to monitor student progress and adjust instruction as needed. Examples include: differentiated instruction, Universal Design for Learning (UDL), classroom accommodations, targeted instructional strategies, assistive technology, and social-emotional learning strategies.

- **Tier 2 – Targeted Supports and Interventions**

When students require additional support beyond universal classroom programming, targeted interventions may be implemented for a defined period of time. Targeted supports may involve short-term intervention programs, small-group instruction, increased consultation with special education staff, targeted literacy/numeracy interventions, and behavioural or social-emotional supports.

- **Tier 3 – Intensive and Individualized Supports**

For students requiring more intensive or individualized programming, school and system staff work collaboratively to develop and implement personalized supports. This includes consultation with board professional staff and the development or revision of formal plans such as an Individual Education Plan (IEP), alternative/modified programming, or consideration of Identification, Placement and Review Committee (IPRC) processes.

Collaborative Case Management & Problem-Solving Pathways

1. In-School Team Meetings

The In-School Team is a school-based, collaborative problem-solving group designed to assist classroom teachers in planning for students whose diverse learning needs have not been fully met through standard classroom tier-one interventions. The Principal schedules regular meetings to review student files. The Special Education Resource Teacher (SERT) coordinates the schedule and maintains the official minutes, tracking action items.

Member Type	Roles / Positions
Mandatory Members	Principal or Vice-Principal (or qualified designate), Classroom Teacher(s), Special Education Resource Teacher (SERT)
Optional / Case-Specific	Parent / Guardian & Student, Guidance, Student Success, Educational Assistant (EA), School-Based Mental Health Worker, System Support Staff, Community Agency Representatives

2. System Team Meetings

The System Team is mobilized when the In-School Team determines that a student's complex academic, physical, or socio-emotional needs require specialized system-level personnel, funding, or specialized expertise exceeding local school boundaries. The Coordinator of Special Education or a System Special Education Resource Teacher is formally invited to join the consultation.

Member Type	Central System Support Staff	School-Based Teams
Mandatory	Coordinator of Special Education and/or System SERT	Principal or Vice-Principal (or designate), SERT, Classroom Teacher(s)
Optional	Superintendent of Education, Speech-Language Pathologist (SLP), Communicative Disorders Assistant (CDA), Behaviour Consultant, Mental Health Lead	Classroom Teachers, Designated Early Childhood Educators (DECEs), Educational Assistants (EAs), Parent / Guardian & Student, Guidance, Student Success

B2. ROLES AND RESPONSIBILITIES

Purpose of the Standard

To provide the public with information on roles and responsibilities in the area of special education.

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas including the legislative and policy framework, funding, school system management, and programs and curriculum.

Who	Key Responsibilities
Ministry of Education	<ul style="list-style-type: none"> • Defines through legislation, regulations, and memoranda the legal obligations regarding special education programs and services. • Prescribes categories/definitions of

	<p>exceptionality and ensures compliance.</p> <ul style="list-style-type: none"> ● Establishes funding through grants.
District School Board	<ul style="list-style-type: none"> ● Establishes policies and practices that comply with legislation. ● Monitors compliance across schools. ● Provides qualified staff and reports on expenditures. ● Establishes IPRCs.
SEAC	<ul style="list-style-type: none"> ● Makes recommendations to the Board regarding special education programming and budget allocations. ● Participates in the annual Special Education Plan review.
School Principal	<ul style="list-style-type: none"> ● Communicates board expectations to staff and ensures qualified staffing. ● Ensures standard IPRC and IEP development and review protocols are met. ● Guarantees parental consultation in IEP processes.
Teachers & SERTs	<ul style="list-style-type: none"> ● Collaborate to develop, monitor, and execute student IEPs. ● Regularly communicate progress data with families and adjust instructional practices.
Parents / Guardians	<ul style="list-style-type: none"> ● Participate in IEP and IPRC processes, communicate student strengths and needs, support learning at home, and collaborate with school staff regarding programming and transitions.
Students	<ul style="list-style-type: none"> ● Participate in setting learning goals, self-advocate for accommodations and supports as appropriate, and contribute to transition and pathway

	planning in accordance with age and ability.
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B3. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Purpose of the Standard

To provide details of the Board's early identification procedures and intervention strategies to the ministry and to the public.

Early Identification Philosophy

The Huron-Perth Catholic District School Board believes that early identification and early intervention are critical components of a tiered support model that minimizes long-term learning gaps and establishes solid foundational skills. Our practices emphasize proactive, data-informed intervention strategies centered on regular classroom instruction before considering formal identification or specialized assessments.

Early Identification Process & Screening

The early identification process operates continuously, beginning prior to school entry and extending through the primary grades. Key assessment benchmarks include:

- **Kindergarten Transition & Registration:** Gathering developmental profiles from parents, childcare providers, and community agencies during the registration process to identify potential speech, language, physical, or sensory needs.
- **Primary Screening Benchmarks:** Systematic administration of universal screeners in Kindergarten and early primary grades targeting foundational phonological awareness, early literacy indicators, and early numeracy concepts.
- **Continuous Progress Monitoring:** Regular analysis of classroom diagnostic data and observational records by the educator team to instantly track students performing below established developmental milestones.

Intervention Strategies

When a student demonstrates gaps in learning or self-regulation, progressive, evidence-informed interventions are deployed immediately through the Multi-Tiered System of Supports (MTSS):

- **Classroom-Level Tier 1 Accommodations:** Strategic instructional delivery, physical layout, or sensory tools designed by the classroom teacher to maximize access without altering curriculum expectations.
- **Collaborative School-Based Team Interventions:** Mobilization of the In-School Team to structure short-term, targeted Tier 2 or Tier 3 small-group resource interventions focusing on isolated foundational literacy or math skills.
- **Clinical and Interdisciplinary Referrals:** Expedited direct referrals to speech-language

pathology, behavior consultants, or mental health workers to eliminate socio-emotional and physical barriers to learning.

- **Tiered Assistive Technology:** Provision of universal design and targeted assistive devices, including speech-to-text software and tablet-based learning tools.

Early Identification Partnership Roles

- **Classroom Teacher Responsibilities:** Contributes to information-gathering through observations and work samples, implements required classroom accommodations, and maintains ongoing communication with parents and professionals.
- **Parent/Guardian Responsibilities:** Provides medical history and relevant external assessments, shares insights into the child's learning style and interests, and reinforces educational goals within the home environment.

Formal Parental Notification and Consent Procedures

When a student demonstrates persistent learning difficulties, the Board adheres to a mandatory notification and consent protocol. Parents are immediately consulted regarding school-based concerns and must provide signed written consent prior to any formal individual assessments or access to the Ontario Student Record (OSR) by specialized personnel. Should the In-School Team determine that a formal Identification, Placement, and Review Committee (IPRC) referral is necessary, parents must receive written notice and the TEAMWORK procedural guide at least 15 days in advance. In instances where an Individual Education Plan (IEP) is developed without an IPRC referral, parents must be notified and provided with a copy of the plan within 30 days of implementation.

B4. THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS

Purpose of the Standard

To provide details of the Board's IPRC process to the ministry and to the public. This section outlines the process, statistical reviews, and parent tracking protocols.

The Identification, Placement, and Review Committee (IPRC) process operates in strict compliance with Ontario Regulation 181/98. During the 2025–2026 school year, the Board recorded 105 initial student IPRC formal reviews. Reflecting strong collaboration with families, the number of contested appeals was maintained at 0.

HPCDSB School-Level IPRC Membership Structure

Core Committee (Voting Members)	Resource & Support Persons (Non-Voting Attendees)
Principal (or designated Supervisory Officer)	Parent(s) / Guardian(s) (Essential partners)
Classroom Teacher	Student (Strongly encouraged for Gr 7+; mandatory at age 16+)

<p>Special Education Resource Teacher (SERT)</p>	<p>Coordinator of Special Education/ System SERT</p> <p>Board Clinicians/Support Staff (Psychologist, SLP, Behaviour Consultant)</p> <p>Educational Assistants & School Support Staff</p>
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Standard Statutory Procedures for School-Level IPRCs

- **Parent Notification and Timelines:** The Principal must provide parents/guardians with written notification of the scheduled IPRC meeting a minimum of 10 days in advance. Parents must receive a copy of *TEAMWORK: Special Education Procedures – A Guide for Parents, Guardians and Students*.
- **Parental Attendance Rights and Student Participation:** Parents hold a statutory right to participate. They may waive this right via a signed waiver. Students in Grade 7 and beyond are encouraged to attend; invitation is a statutory right at age 16 or older.
- **Committee Composition:** In compliance with O. Reg. 181/98, the committee must be composed of at least three qualified board employees, including a principal or supervisory officer.
- **Framing the Decision and Placement Order:** The committee formulates a formal motion regarding the student's status as an "exceptional pupil," explicitly identifying categories and definitions of exceptionality as mandated by the Ministry of Education.
- **Voting and Governance Mechanics:** Determinations are reached through professional consensus. If complete consensus cannot be established, a formal majority vote among the three core voting members determines the outcome.
- **Documentation and Confirmation:** Following the meeting, parents receive the formal IPRC Statement of Decision. Parents sign and return one copy for secure filing within the Ontario Student Record (OSR). If parents disagree, they must submit a written request within 15 days asking the IPRC to reconvene.

Formal Special Education Appeal Board (SEAB) Statutory Procedures

Where a parent/guardian remains in disagreement with the identification and/or placement decision of the IPRC following a reconvened meeting (or if they choose to file an appeal immediately following the initial decision), they hold an absolute statutory right to engage the formal appeal process under Ontario Regulation 181/98:

- **Notice of Intent to Appeal:** The parent/guardian must deliver a formal written notice of appeal to the Secretary of the Board (Director of Education) within 30 days of receiving the initial IPRC Statement of Decision, or within 15 days of receiving the decision from a reconvened IPRC meeting. The notice must explicitly state the reasons they disagree with the committee's identification, placement, or both.

*Detailed information on how the appeal process is carried out is outlined in *TEAMWORK: Special Education Procedures – A Guide for Parents, Guardians and Students*.

B5. EDUCATIONAL AND OTHER ASSESSMENTS

Purpose of the Standard

To provide details of the Board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRC's and the ways in which assessments are used.

Assessment Protocols and Types

Assessments are used to identify student strengths and needs, inform programming, and guide decisions regarding identification and placement. The Board utilizes a tiered approach to assessments, ensuring that less intrusive measures are exhausted prior to conducting intensive diagnostic testing.

- **Educational Assessments:** Conducted by classroom teachers and Special Education Resource Teachers (SERTs) to evaluate academic achievement, learning styles, and foundational skills. These include informal checklists, diagnostic tests, and standardized educational assessments.
- **Speech-Language Pathology Assessments:** Conducted by board Speech-Language Pathologists (SLPs) to evaluate communication disorders, including language, speech sound production, voice, fluency, and augmentative communication needs.
- **Psycho-educational Assessments:** Involve intellectual or cognitive ability assessment, memory, executive functioning, and emotional/behavioural measures. In the context of HPCDSB, Psychology staff supervise all assessments that involve cognitive functioning.

Governance and Legal Framework for Psychological Services

The application of psychological principles and techniques to an educational assessment is what makes it psycho-educational. The law clearly states that the provision of Psychological Services can only be undertaken by appropriately qualified and certified professionals or non-registered personnel supervised by a registered Psychologist. The *Registered Health Professions Act (RHPA)* formally recognizes Psychologists as health care professionals who may lawfully diagnose in the Province of Ontario. It is illegal for anyone to diagnose or deliver Psychological Services who are not certified by The College of Psychologists of Ontario.

To ensure compliance with this legal framework, a formal referral including documented parent/guardian consent must be approved by the Special Education Coordinator before any aspect of a Psycho-educational Assessment is initiated. Board-contracted psychological personnel are consulted and engaged only after this internal approval process is complete.

Assessment Communication, Timelines, and Privacy

The Board is committed to timely service delivery. Wait times for assessments vary based on the type of assessment, staffing availability, and urgency as determined by the System Team.

- **Educational Assessments (Classroom Teacher and/or SERT-led):** Typically completed within 30 days of parental consent, as they are managed at the school level.
- **Speech-Language Pathology Assessments:** The average wait time is 60–90 days.

Prioritization is based on the student's age (early intervention is prioritized) and severity of communication need.

- **Psycho-educational Assessments:** The average wait time is 180-360 days. As these assessments are contracted out, waiting lists are managed by the Coordinator of Special Education, in partnership with our external provider, with prioritization criteria focusing on students for whom diagnostic clarity is essential for imminent IPRC identification decisions, or those at key transition points (e.g., elementary to secondary).

Communication of Results to Parents

Assessment results are formally communicated to parents and guardians through a structured process designed for transparency and collaboration. For all formal clinical assessments (Speech-Language and Psycho-educational), the assessor schedules a case conference meeting to review the findings, explain their implications for the student's learning, and discuss next steps. A comprehensive written report is provided to the parent/guardian prior to, or during, this meeting. Results are also reviewed at the Identification, Placement, and Review Committee (IPRC) meeting, if applicable, where they are integrated into the formal IPRC Statement of Decision.

Information Sharing and Protection of Privacy

The protection of student privacy is governed by Board policy and the rules surrounding the management of the **Ontario Student Record (OSR)**.

- **Internal Sharing:** Assessment results are secured within the student's OSR. Information is shared internally on a strictly 'need-to-know' basis among school and system staff directly involved in the student's program (e.g., SERT, Principal, Classroom Teacher), as permitted by Board policy governing the Ontario Student Record (OSR) and the Education Act.
- **External Sharing:** Information is only shared with external agencies (e.g., TVCC, mental health providers) with the explicit, written, and informed consent of the parent/guardian. All external sharing complies with the *Freedom of Information and Protection of Privacy Act (FIPPA)* and the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.

B6. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Purpose of the Standard

To provide details of the Board's specialized health support services to the ministry and to the public.

Policy/Program Memorandum 81, issued July 1984, outlines the responsibilities of the Ministries of Education, Health, Children & Youth Services, and Community & Social Services with respect to the provision of health support services in school settings. In the HPCDSB, school health support services are provided through the **Home and Community Care Support Services South West** and **TVCC**.

Service Category	Provider / Responsibility	Description of Supports
Nursing Services	Home & Community Care Support Services	Complex medical procedures, specialized medication administration, and health monitoring for medically fragile students.
Occupational Therapy (OT)	TVCC / Home & Community Care	Assessments and interventions for fine motor skills, sensory processing, spatial organization, and specialized school equipment seating.
Physical Therapy (PT)	TVCC / Home & Community Care	Gross motor skills, mobility support, and accessibility planning to ensure full participation in the school environment.
Speech-Language Therapy	Board SLP / TVCC	Speech sound production, articulation, fluency, voice, and augmentative communication systems support.
Administering Medication	School Personnel (under Board policy)	Oral or topical medication administration following strict board documentation, training, and physician protocols.

Where concerns arise regarding eligibility, level of service, or implementation of specialized health supports, school staff, families, and community agencies collaborate through case conferences and problem-solving processes to determine appropriate next steps and service coordination pathways.

B7. CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

Purpose of the Standard

To provide information on the categories and definitions of exceptionalities as prescribed by the Ministry of Education and utilized by the Board's IPRCs.

To maintain full compliance with Ministry audit mandates, the Board utilizes the exact legal definitions of exceptionalities set out by the Ministry of Education. Any student considered for formal exceptionality designation must meet these criteria during an IPRC evaluation:

The IPRC applies these definitions by rigorously reviewing all available assessment data (including educational, speech-language, and psycho-educational reports from Section B5) against the criteria for the exceptionality under consideration. The committee must reach a professional consensus, formalized by a majority vote, that the student's profile definitively aligns with the Ministry's explicit criteria before formal identification or placement in a specialized program is made.

1. BEHAVIOUR

- **Behaviour:** A learning disorder characterized by specific behaviour problems over such a period of time, and to such a degree, and of such a nature as to adversely affect educational performance, and that may be accompanied by one or more of the following:
 - a) an inability to build or to maintain satisfactory interpersonal relationships;
 - b) excessive fears or anxieties;
 - c) a tendency to compulsive behaviour; or
 - d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

2. COMMUNICATION

- **Autism:** A severe learning disorder that is characterized by:
 - a) disturbances in the rate of educational, psychomotor, and social development;
 - b) lack of the communication skills necessary for social interaction;
 - c) development of stereotyped behavioural patterns; and
 - d) atypical responses to sensory stimuli.
- **Deaf and Hard-of-Hearing:** An impairment characterized by deficits in language and speech development because of a diminished or non-functional auditory response.
- **Language Impairment:** A learning disorder characterized by an impairment in comprehension and/or use of verbal, written, and/or other symbol systems which may involve or combine a deficit in one or more of the following:
 - a) form (phonology, morphology, syntax);
 - b) content (semantics); and/or
 - c) function (pragmatics).
- **Speech Impairment:** A disorder in language formulation that may be characterized by resistance to development, or by faults in articulation, voice, or fluency.
- **Learning Disability:** One of a number of neurodevelopmental disorders that affects one or more ways in which a person takes in, stores, remembers, understands, or expresses information. The disorder:
 - a) occurs in the presence of at least average cognitive ability;
 - b) results in academic achievement that is significantly below the student's expected potential, and/or additional effort required to sustain average achievement; and
 - c) is associated with difficulties in one or more psychological processes (e.g., phonological processing; memory and attention; processing speed; language processing; visual-spatial processing; executive functions). (PPM 8)

3. INTELLECTUAL

- **Giftedness:** An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a degree and nature beyond those quite commonly provided in the regular school program to satisfy the level of educational potential indicated.
- **Mild Intellectual Disability:** A learning disorder characterized by:
 - a) an ability to profit educationally within a regular school program with the aid of considerable curriculum modification and supportive service;
 - b) an inability to profit educationally within a regular school program because of slow intellectual development; and
 - c) a potential for academic achievement that is limited to lower primary or junior grade levels.
- **Developmental Disability:** A severe learning disorder characterized by:
 - a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
 - b) an ability to profit from a special education program that is designed to aid social, emotional, and vocational capability;
 - c) significant limitations in adaptive functioning; and
 - d) a development of potential that is limited to a level that is less than or equal to lower primary grade levels.

4. PHYSICAL

- **Physical Disability:** A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without such limitations or deficiencies.
- **Blind and Low Vision:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

5. MULTIPLE

- **Multiple Exceptionalities:** A combination of two or more allocations of exceptionalities, determined by an Identification, Placement, and Review Committee, that require a special education program and/or services to meet the needs of the student.

B8. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Purpose of the Standard

To outline the range of placements available to students receiving special education supports and to confirm that placement in a regular class is always the first option considered by an IPRC.

Placement Philosophy

In strict accordance with Ministry direction and the Board's inclusive Catholic values, the first placement considered by an IPRC is a regular classroom setting, fully supported through an Individual Education Plan (IEP). Our commitment to meaningful inclusion means that students are educated with their same-age peers in their neighborhood home school to the maximum extent possible.

Range of Placement Options

The Huron-Perth Catholic District School Board offers a comprehensive range of placement models designed to meet varying degrees of student need:

1. **Regular Class with Indirect Support**

The student is placed in a regular class for the full day. The classroom teacher receives regular consultative support from special education system staff and resource teachers to implement necessary accommodations and program tracking.

2. **Regular Class with Resource Assistance**

The student is placed in a regular class for the full day and receives direct, specialized instruction or support from a Special Education Resource Teacher (SERT), individually or within a small group, directly inside the classroom environment.

3. **Regular Class with Withdrawal Assistance**

The student is placed in a regular class and receives direct, targeted instruction from a Special Education Resource Teacher outside the regular classroom environment for less than 50% of the instructional school day.

Placement Compliance: Exceptionality, Criteria, and Integration

The Board's Special Education Advisory Committee (SEAC) is integral in reviewing and providing formal recommendations to the Board of Trustees regarding the effectiveness and suitability of the Regular Class placement options outlined below. Integration is maximized through collaborative co-planning between the classroom teacher and the SERT, the implementation of Universal Design for Learning (UDL) in all instructional planning, and the use of flexible grouping and scheduling to ensure the student is primarily engaged with age-appropriate peers. Differentiation between the elementary and secondary panels for these three models primarily relates to curriculum complexity. At the elementary level, Resource Assistance focuses heavily on foundational literacy and numeracy skills, whereas at the secondary level, Resource and Withdrawal Assistance are focused on providing subject-specific modified expectations and learning strategy instruction for credit accumulation.

Range of Placement Options, Criteria, and Support Levels by Exceptionality

Since the Board operates only Regular Class placements, the criteria for 'admission' refer to the process for increasing the level of support (moving from Indirect to Withdrawal). Criteria for Intensive Support are those that necessitate the maximum available resource (Withdrawal Assistance) within the regular class structure.

Exceptionality Category	Placement Range (All Regular Class)	Criteria for Admission/Change to Higher Support	Criteria for Intensive Support (Withdrawal)
Behaviour	Indirect Support,	Documented evidence that Tier 2 supports have	Ongoing, high-risk safety concerns requiring

	Resource Assistance, Withdrawal Assistance	failed to stabilize the student's behaviour, requiring dedicated resource time for social-emotional learning and positive behavioural programming.	constant adult supervision or a high ratio of Educational Assistant time, and failure to integrate during structured periods.
Communication (Autism, Deaf/HH, Language, Speech, LD)	Indirect Support, Resource Assistance, Withdrawal Assistance	Assessment data indicating foundational skills gaps (e.g., phonological awareness, articulation, language comprehension) that require specialized, explicit intervention outside the regular classroom environment.	Severe language or learning barriers, requiring intensive one-on-one explicit remediation for a large portion of the day (less than 50%) to access basic curriculum.
Intellectual (Giftedness, Mild, Developmental)	Indirect Support, Resource Assistance, Withdrawal Assistance	Gifted: Need for extensive curriculum enrichment and acceleration that requires dedicated direct support from a SERT (Resource or Withdrawal Assistance) to implement the differentiated program (IEP). Mild/Developmental: IEP data showing minimal progress requiring programming focused on functional independence or modified academic expectations.	Developmental Disability profile requiring significant curriculum modification, extensive training in functional independence and community participation, and constant support for adaptive functioning and personal care.
Physical (Physical Disability, Blind/Low Vision)	Indirect Support, Resource Assistance, Withdrawal Assistance	Need for specialized equipment (SEA), significant physical accommodations, or specialized training (e.g., Orientation and Mobility) that necessitates	Medically fragile status or high-intensity physical needs requiring frequent personal care, lift assistance, and daily specialized health protocols.

		dedicated one-on-one resource time.	
Multiple Exceptionalities	Indirect Support, Resource Assistance, Withdrawal Assistance	A combination of any two exceptionalities that collectively results in a complex learning profile requiring dedicated resource time to coordinate multiple services (e.g., SLP, PT, SERT).	The co-occurrence of intensive academic and high-risk safety needs that cannot be safely or effectively managed within the whole-class setting.

Criteria for Changing Student Placement (Level of Support)

A student's level of support within their regular class placement is reviewed at least annually through the Individual Education Plan (IEP) process. Any adjustments to the intensity or frequency of specialized support (e.g., transitioning between indirect, resource, or withdrawal assistance) are determined by a comprehensive review of the student's evolving learning profile, current achievement data, and changing developmental needs. Such decisions must be supported by documented evidence of student progress and pedagogical necessity, ensuring that the level of support remains appropriately matched to the student's requirements for success in an inclusive environment.

Alternative Placements and Partnership Programs

Where highly intensive or specialized needs cannot be met within standard board placements, students may access specialized provincial or demonstration schools, or Education and Community Partnership Programs (ECPP, CTEP) in care, treatment, and correctional facilities (e.g., residential placements such as CPRI). Applications for these specialized placements are coordinated through the school board in close partnership with parents/guardians and relevant medical or community agencies. Communication of these alternatives to parents occurs through a formal case conference organized by the Coordinator of Special Education, where application packages and external admission criteria are reviewed in detail.

B9. INDIVIDUAL EDUCATION PLANS (IEPs)

Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs across all school sites.

The IEP Definition and Framework

An Individual Education Plan (IEP) is a written, working document detailing any special education program and/or services required by a particular student. It builds on a student's strengths,

interests, and learning needs, identifies specific goals and expectations, and must be supported by relevant assessment information. Regulation 181/98 requires that an IEP be developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC) within 30 days of placement.

Curriculum Accommodations, Modifications, and Alternative Programs

According to the Ministry document *Special Education in Ontario: Kindergarten to Grade 12: Policy and Resource Guide – 2017*, programming is categorized as follows:

- **Accommodations:** Refer to special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations in no way alter the curriculum expectations for the grade level or course.
- **Modifications:** Changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills from a different grade level and/or altering the number and complexity of regular expectations.
- **Alternative Expectations:** Developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum policy documents (e.g., social skills, self-regulation, orientation and mobility).

Transition Planning

In accordance with PPM 156, transition planning is incorporated into the IEP for all students with an IEP. In accordance with Ontario Regulation 181/98, transition plans for exceptional pupils aged 14 and older (excluding students identified solely as gifted) include planning for postsecondary pathways and transitions to adult life. Transition plans address major changes (e.g., school entry, grade to grade, elementary to secondary, and secondary to post-secondary pathways) and include specific goals, actions, and designated timelines.

IEP Quality Assurance and Accountability Cycle

To maintain high educational standards, Principals conduct systematic, term-based content audits of school IEP portfolios. These audits verify that student learning goals are specific, measurable, and directly linked to ongoing diagnostic assessment metrics, ensuring accountability across all school sites.

Dispute Resolution Protocol

The Board's service delivery model for Special Education relies on early and ongoing communication between home and school using a tiered, consensus-building approach. In situations where a common understanding cannot be reached, disagreement resolution is escalated from the school-based team (classroom teacher, resource teacher, and Principal) to involve system Special Education team members, such as the Coordinator of Special Education, and finally the Superintendent of Education.



Board Review and Response

An internal IEP review completed in Spring 2021 identified annual goals, performance tasks, transition planning, and identifying strengths and needs as key areas requiring further

improvement. The Board's response includes providing professional development and coaching opportunities to ensure IEPs meet or exceed all Ministry standards and align with the principles of the Learning for All and Education for All guides, while focusing on staff capacity building regarding various exceptionalities.

Official Individual Education Plan (IEP) Form

In compliance with the Ministry of Education requirement to include a copy of the board's IEP form, the official template utilized by the Huron-Perth Catholic District School Board is presented below. This document is the statutory working document used by school teams to plan, monitor, and report on the special education programs and services provided to students.

<div style="text-align: center;">  <p>Individual Education Plan for</p> </div> <p>OEN _____ School _____ Date of Birth _____ Principal _____ Grade _____ Term/Semester _____ School Year _____ Parent/Guardian _____</p> <hr/> <p>Student for IEP _____ Student Identified as exceptional by IPIC _____ Inlet IPIC Code _____ Lobster IPIC Date _____ Exceptionality _____</p> <p>Placement _____ Placement Date _____ IEP considered _____ Developed by _____</p> <p>Strengths and Needs</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Areas of Strength</td> <td style="width: 50%;">Areas of Need</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </table> <p>Summary of School Program</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Accommodations <small>Accommodations are assumed to be in place for all subjects, unless otherwise indicated.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">Instructional</th> <th style="width: 33%;">Evaluation/Assessment</th> <th style="width: 33%;">Assessment</th> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table> <p>Human Resources (teaching/non-teaching)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Service/Position</th> <th style="width: 25%;">Initiation Date</th> <th style="width: 25%;">Frequency/Internality</th> <th style="width: 25%;">Location</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: right; font-size: small;">Printed on Page 1</p>	Areas of Strength	Areas of Need			Instructional	Evaluation/Assessment	Assessment				Service/Position	Initiation Date	Frequency/Internality	Location					<p>Individualized Equipment</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>Assessment Data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Type</th> <th style="width: 35%;">Information Source</th> <th style="width: 15%;">Date</th> <th style="width: 35%;">Summary of Result</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Provincial Assessments</p> <p><input type="checkbox"/> Provincial Data <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments</p> <p>Subjects, Courses or Alternative Programs to which the IEP applies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 65%;">Program Type</th> <th style="width: 10%;">AC</th> <th style="width: 10%;">MOD</th> <th style="width: 15%;">ALT</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>Subject Areas</p> <p>Subject _____</p> <p style="text-align: right; font-size: small;">Printed on Page 2</p>	Type	Information Source	Date	Summary of Result					Program Type	AC	MOD	ALT		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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B10. PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

Purpose of the Standard

To provide information on the Provincial and Demonstration Schools operated by the Ministry of Education that serve students from the Huron-Perth Catholic District School Board.

Provincial and Demonstration Schools provide highly specialized residential and day programs for students who are deaf, hard of hearing, blind, visually impaired, deaf-blind, or who have severe learning disabilities. The Board collaborates closely with these institutions to facilitate applications, coordinate transitions, and support students in these specialized environments.

Available Provincial and Demonstration Schools

The Board supports students and families through consultation, application, and transition planning processes related to Provincial and Demonstration School placements. Transportation and transition coordination are collaboratively planned with families, Ministry-operated schools, and regional transportation providers as required.

- **W. Ross Macdonald School (Brantford):** Serves students who are blind, visually impaired, or deaf-blind. Programs emphasize academic achievement, independent living skills, orientation and mobility training, and specialized technology access.
- **Robarts School for the Deaf (London):** Provides English-language ASL/English bilingual programming for students who are deaf or hard of hearing, focusing on language development, academic success, and Deaf culture.
- **E.C. Drury School for the Deaf (Milton):** Offers bilingual elementary and secondary programming for deaf and hard-of-hearing students.
- **Amethyst Demonstration School (London):** Serves elementary and secondary students with severe learning disabilities, incorporating intensive, specialized instructional strategies and a residential component to support academic remediation and self-advocacy.

Student Enrollment Statistics

The Board recognizes that these placements are low-incidence alternatives. For the 2025–2026 school year, the current enrollment of resident students qualified to attend Provincial and Demonstration Schools is as follows:

School Type	Students Attending
Provincial Schools	0
Demonstration Schools	0

Specialized System Transportation Framework

To ensure access to these specialized provincial environments is equitable and barrier-free, transportation parameters are coordinated tightly through public funding:

- **Provincial Schools:** Daily or weekend residential transportation arrangements for students attending the standard Provincial Schools are funded and coordinated jointly by the local School Board and the Provincial Schools Branch.
- **Demonstration Schools:** Weekend transportation for residential students attending the high-intensity Demonstration Schools is funded and arranged directly by the Ministry of Education's Provincial and Demonstration Schools Branch.
- **Safety Protocols:** All travel arrangements are executed in strict accordance with provincial safety guidelines, incorporating specialized travel attendants and multi-modal escorts where required by a student's individual safety plan.

B11. SPECIAL EDUCATION STAFF

Purpose of the Standard

To provide information on the types of special education staff and professional support personnel employed by the Board to deliver specialized programs and services.

The delivery of special education services relies on a highly qualified, multi-disciplinary team of professionals working across system and school levels. The following roles are operationalized to support inclusive education:

System-Level Support Leadership

- **Superintendent of Education:** Provides executive leadership and statutory oversight of the special education portfolio, managing resource allocations, legislative compliance, and board-wide strategic priorities.
- **Coordinator of Special Education:** Coordinates system-wide special education programs and specialized services, chairs system resource consultations, manages SEA equipment portfolios, and acts as a liaison with the Ministry of Education and community agencies.

Professional Support Services & Allied Professionals

- **System Special Education Resource Teacher (System SERT):** Provide localized consultation, mentoring, and professional capacity building for school-based special education teachers, supporting complex student profiling and specialized resource deployment.
- **Speech-Language Pathologists (SLPs):** Assess and diagnose communication disorders, design therapeutic interventions, support augmentative communication, and provide consultation to school-based teams.
- **Communicative Disorders Assistants (CDAs):** Implement speech and language intervention programs under the direct clinical supervision and guidance of board Speech-Language Pathologists.
- **Psychology Staff (Psychologists / Psychometrists):** Conduct and supervise psycho-educational assessments, provide clinical consultations for complex learning or behavioral profiles, and deliver diagnostic clarity in compliance with the RHPA.
- **Behaviour Consultants / Applied Behaviour Analysis (ABA) Staff:** Provide targeted behavioral tracking, design positive behavior support plans, and build staff capacity in ABA principles to support students with neurodevelopmental and behavioral needs.
- **Mental Health Workers / Wellness Coaches:** Provide short-term evidence-based

therapeutic interventions, support crisis response, and implement socio-emotional learning frameworks.

School-Based Special Education Personnel

- **Special Education Resource Teachers (SERTs):** Hold specialized Regulation 298 qualifications to coordinate the IEP and IPRC processes, conduct educational assessments, and provide direct resource assistance or withdrawal support to exceptional learners.
- **Educational Assistants (EAs):** Provide essential non-teaching support for students with intensive physical, medical, safety, or safety-regulation needs under the direction of the principal and classroom teacher.

Elementary Panel

Special Education Staff	FTE's	Staff Qualifications
1. Teachers of Students with Exceptionalities		
Teachers - SERTs	14.3	Special Education Additional Qualification Pt. 1
2. Other Special Education Teachers		
2.1 Consultants: System Special Education Resource Teacher (<i>shared with secondary</i>)	1.0	Special Education Additional Qualifications
2.2 Coordinators	0.8	Special Education Specialist
2.3 Hearing Itinerant Teacher (<i>0.5 - unable to fill this year - shared with secondary</i>)	-	Deaf & Hard of Hearing Teacher Qualifications
3. Educational Assistants in Special Education		
3.1 Educational Assistants, Temporary Educational Assistants	65, 5.2	DSW, ECE, CYW, BA, EA
4. Other Professional Resource Staff		

4.1 Psychologists (Contracted)	-	PhD, Member of College of Psychologists Under RHPA
4.2 Speech-Language Pathologists (2.0 - unable to fill this year - shared with secondary)	0.5	Members of College of Audiologists & Speech-Language Pathologists of Ont., Master of Clinical Science
4.3 Audiologists (contracted when needed)	-	-
4.4 Occupational Therapists (TVCC)	-	-
4.5 Physiotherapists (TVCC)	-	-
4.6 Social Workers	2.5	Masters of Social Work, Bachelor of Social Work, RSW
4.7 Communication Disorder Assistant (1.0 - unable to fill this year - shared with elementary)	0.5	-
4.9 Behaviour Consultants / Applied Behavioural Analysts	3.0	-
4.9 Skills Development Facilitator	0.4	-
5. Paraprofessional Resource Staff		
5.1 Orientation and Mobility Personnel (community partners)	-	-

Secondary Panel

Special Education Staff	FTE's	Staff Qualifications
1. Teachers of Students with Exceptionalities		
Teachers - SERTs	5.0	Special Education Additional Qualification Pt. 1
2. Other Special Education Teachers		
2.1 Consultants: System Special Education Resource Teacher (<i>shared with secondary</i>)	-	Special Education Additional Qualifications
2.2 Coordinators	0.2	Special Education Specialist
2.3 Hearing Itinerant Teacher (<i>0.5 - unable to fill this year - shared with secondary</i>)	-	Deaf & Hard of Hearing Teacher Qualifications
3. Educational Assistants in Special Education		
3.1 Educational Assistants, Temporary Educational Assistants	28, 2.8	DSW, CYW, BA, EA, ECE
4. Other Professional Resource Staff		
4.1 Psychologists (<i>Contracted</i>)	-	PhD, Member of College of Psychologists Under RHPA
4.2 Speech-Language Pathologists (<i>2.0 - unable to fill this year - shared with secondary</i>)	-	-
4.3 Audiologists (<i>contracted when needed</i>)	-	-

4.4 Occupational Therapists (TVCC)	-	-
4.5 Physiotherapists (TVCC)	-	-
4.6 Social Workers	2.5	Masters of Social Work, Bachelor of Social Work, RSW
4.7 Communication Disorder Assistant (1.0 - unable to fill this year - shared with elementary)	-	-
4.9 Behaviour Consultants / Applied Behavioural Analysts	1.0	-
4.9 Skills Development Facilitator	0.4	-
5. Paraprofessional Resource Staff		
5.1 Orientation and Mobility Personnel (community partners)	-	-

B12. STAFF DEVELOPMENT

Purpose of the Standard

To inform the Ministry of Education, Board staff, and parents/guardians about the Board's commitment to ongoing professional learning and capacity building to support special education.

Guiding Principles

Staff development in special education is grounded in supporting student achievement and well-being within an inclusive, tiered model of supports (MTSS). It aims to build staff capacity in evidence-informed instructional and assessment practices, strengthen collaborative school-based and system-level problem solving, and respond directly to student learning profiles and system priorities.

Delivery of Professional Learning

Types of Professional Learning	Examples of Delivery Formats & Modalities	Examples of Core Focus Areas
School & System-Based Learning	System-level workshops, meetings, PD opportunities.	Assessment and data-informed instruction, literacy/numeracy intervention strategies, and inclusive practices using UDL.
Collaborative & Specialized Teams	IEP student planning teams, release-supported mentoring, coaching, and the New Teacher Induction Program (NTIP).	Individual Education Plan (IEP) development, transition planning, and student pathway navigation.
External & Provincial Partnerships	Training with community agencies (e.g., TVCC), professional associations, and consultation with Provincial/Demonstration Schools.	Specialized assistive technology, behavior and mental health interventions, and augmentative communication systems support.

Planning Mechanism and Strategic Priorities

The Board determines its professional development priorities annually through a multi-dimensional, collaborative system review. Training trajectories are shaped by: systematic consultation with school administrators, special education leadership, and the Special Education Advisory Committee (SEAC); formal feedback from staff, including Special Education Resource Teachers (SERTs) and professional support personnel, collected during System Team and specialized departmental meetings; strategic data collected from ongoing student achievement evaluations and individual school needs assessments; and directives, policy updates, and funding parameters issued by the Ministry of Education, including mandatory annual training on key legislation such as Ontario Regulation 181/98 and current Policy/Program Memoranda (PPMs). This training is prioritized for all new teaching staff via the New Teacher Induction Program (NTIP) and yearly mandatory sessions for all Special Education personnel.

Budget Allocation for Professional Development

The Board demonstrates its commitment to capacity building through a dedicated annual

allocation. This funding is secured through a dedicated portion of the annual Special Education Grant (SEG) funding, ensuring a sustained financial priority for the professional learning activities, system coaching, and resource acquisition outlined in this plan.

Collaboration and Cross-Sector Partnerships

The Board actively leverages reciprocal partnerships with local children's mental health centers, public health units, and community service providers to deliver specialized, cross-sector professional training. For example, the Board has received co-funding from regional health teams to provide specialized assessments and associated staff training. These collaborative efforts ensure that both Board personnel and community partners operate under a shared, unified understanding of specialized student interventions.

Communication of PD Opportunities

All Board staff are made aware of professional development opportunities through multiple integrated channels, including the internal digital portal for educators, direct communications from the Superintendent and Coordinator of Special Education, and dedicated discussions during leadership and Special Education Resource Teacher meetings. This ensures that information on the Special Education Plan and associated PD is accessible and disseminated efficiently.

B13. EQUIPMENT

Purpose of the Standard

To inform the Ministry of Education, Board staff, and parents/guardians about the provision of individualized equipment to support students with special education needs in accessing the curriculum.

Requirements and Guidelines

The Board provides individualized equipment to support student access to learning based on identified needs, in strict accordance with Ministry of Education **Special Equipment Amount (SEA)** guidelines. Equipment needs are identified collaboratively through school-based teams, families, and relevant professionals.

- **Identification and Recommendation:** Equipment needs are flagged during In-School or System Team meetings. Recommendations are supported by appropriate diagnostic documentation, which may include formal assessments from qualified external or board professionals (e.g., Audiologists, SLPs, OTs, Psychologists) where required by SEA guidelines.
- **IEP Documentation:** Each student's Individual Education Plan (IEP) explicitly outlines the use of specialized equipment, specifying required accommodations and supports for access to instruction and assessment.
- **Review and Submission:** SEA applications are systematically reviewed and submitted by the Coordinator of Special Education in compliance with Ministry specifications. Supporting

documentation, including professional recommendations, parental consent, and detailed purchase records, is securely maintained as part of the claim process.

- **Procurement and Training:** Approved equipment is purchased centrally and deployed directly to schools. The Board ensures that school staff, educational assistants, and students receive comprehensive training and ongoing technical support in the use of SEA-funded devices.

Budget Allocation and Purchasing Criteria

The Board adheres to the Ministry of Education's Special Equipment Amount (SEA) guidelines for all budget allocation and purchasing criteria. The management of the SEA grant is centralized, ensuring that funding is distributed equitably and oversight is maintained through rigorous regulatory documentation. To ensure compliance with provincial standards, every equipment claim must meet three mandatory purchasing criteria:

- **Clinical Necessity:** A qualified professional must provide a written assessment identifying the equipment as a medical or developmental necessity for school function.
- **IEP Integration:** The student's Individual Education Plan (IEP) must provide direct evidence that the equipment is integrated into their daily instructional programming and accommodations.
- **Curriculum Accessibility:** The equipment must be essential for the student to bypass barriers to learning and allow for independent expression of their achievements within the curriculum.

B14. ACCESSIBILITY OF SCHOOL BUILDINGS

Purpose of the Standard

To outline the Board's commitment to providing accessible learning and working environments that support the full participation of all students, staff, and members of the school community.

Commitment to Accessibility and Legislation

The Board maintains a multi-year accessibility plan outlining strategies to identify, remove, and prevent barriers for persons with disabilities. The plan is reviewed regularly and is publicly available through the Board website in accessible formats upon request.

The Huron-Perth Catholic District School Board is fully committed to identifying, removing, and preventing barriers to accessibility in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* and the *Integrated Accessibility Standards Regulation (IASR)*. Accessibility is embedded across all facets of school and system practice, including instructional design, digital platforms, physical infrastructure, and student support services.

Educational Accessibility and Student Learning

In all board school buildings, physical and architectural accessibility is prioritized to support inclusive learning. This is operationalized through:

- Universal Design for Learning (UDL) environmental layouts;
- Individualized physical accommodations and specialized equipment installations outlined in Individual Education Plans (IEPs);
- Accessible instructional materials, adaptive technology, and automated architectural entrances;
- Barrier-free participation in academic, social, sports, and co-curricular activities, ensuring student safety and equity;
- Ongoing consideration of student voice, community feedback, and lived experiences to identify subtle environmental barriers.

Multi-Year Accessibility Plan Summary and Progress

The Board's full Multi-Year Accessibility Plan (2025–2030), which details capital expenditures and resource dedication for barrier removal, is published and reviewed annually on the Board website. The plan prioritizes three main areas: information and communications, employment, and transportation, in addition to ongoing work on the physical environment.

The Board maintains an annual status report detailing recent achievements in barrier removal. In the previous reporting year, progress included physical accessibility enhancements such as:

- Upgrading playground surfaces to ensure accessibility and safety.
- Installing structural supports for specialized sensory equipment.
- Making alterations to existing washrooms/change rooms to accommodate necessary personal care supports.
- Converting non-instructional spaces into dedicated student sensory or break rooms.

B15. TRANSPORTATION

Purpose of the Standard

To provide details of the Board's transportation policies and delivery configurations to the ministry and to the public.

Consortium Delivery Configuration

Special transportation services are shared between the Huron-Perth Catholic District School Board and the Avon Maitland District School Board via a regional Transportation Consortium. The Board works closely with the consortium and regional providers to make any specialized arrangements necessary for equitable access to any board program due to special needs, regardless of location or timing. The Huron-Perth Catholic District School Board pays the pro-rated share of its students directly to the Contractor. Special transportation is provided to a student who requires specialized arrangements other than the regular school bus layout, either on a short-term or permanent basis, in accordance with established Board Policies.

The Board's approach to special transportation is guided by a "least restrictive and inclusion-first model".

Qualifying Category	Transportation Structure & Protocols
Specialized Inclusive Placements	Students requiring transportation for accessing their regular class placement or resource services (Resource, Withdrawal, or Out-of-Boundary placements) outside their home school attendance area.
Education and Community Partnership Programs (ECP/CTEP)	Students in educational programs in care, treatment, and correctional facilities.
Provincial and Demonstration Schools	Students attending Ministry-operated Provincial and Demonstration Schools.
Medical and Physical Requirements	Students who are physically or medically unable to ride the regular school bus layout. Provided other options.
Summer School Programs	Students requiring transportation to attend special education summer school programs.
Equitable Program Access	Students requiring specialized transportation (e.g., taxi, specialized van) to access any Board-sanctioned special program due to special education needs.

Determining the Type of Transportation

The process for deciding whether a student is transported with other children (integrated) or separately is determined on a case-by-case basis through the In-School Team, based on the student’s safety and self-regulation profile. The school team initiates a special transportation request, and the Coordinator of Special Education verifies the student’s needs. The final decision is made by the Transportation Consortium to arrange the service that best meets the student’s needs and safety requirements, always prioritizing the least restrictive option appropriate for the student.

Safety Criteria

The Board maintains rigorous safety criteria in its contractual agreements with the transportation consortium for all specialized student transport:

- **Driver Licensing and Vetting:** All drivers are contractually required to hold a valid Ontario "B" or "E" class license and must pass a comprehensive criminal background check (Vulnerable Sector Screening).
- **Targeted Training:** Operators must provide mandatory training that meets or exceeds commercial license standards, including specialized training in student behavioral management, medical emergency protocols, and the secure operation of specialized equipment (e.g., wheelchair tie-downs).
- **Equipment and Plan Security:** All specialized equipment, mobility aids, harnesses, medical instructions, and personnel allocations (such as Educational Assistants in the vehicle) must be secured and implemented during transit as mandated by the student's approved individualized Transportation Plan

Specialized transportation providers are expected to follow established safety procedures, including appropriate training related to student needs, securement protocols for specialized equipment where required, and compliance with applicable student safety and confidentiality expectations established through consortium and board policies.

Section C: The Board's Special Education Advisory Committee (SEAC)

SPECIAL EDUCATION ADVISORY COMMITTEE MANDATE

The Special Education Advisory Committee (SEAC) is established in strict compliance with Ontario Regulation 464/97 under the Education Act. SEAC acts as an essential advisory body to the Board of Trustees, ensuring that community voices and parent associations directly influence special education programming and resource deployment.

Purpose of the Standard

To provide details of the operation of the Board's SEAC to the ministry and to give members of the public information to which they are entitled.

The following provides information about SEAC membership, meeting times and locations, and procedures. Section A, titled "The Board's Consultation Process" outlined the integral involvement of SEAC in the public consultation process, developing a consultation report, and providing input toward the development of the Special Education Plan.

SEAC meetings are held the third Monday of every month, with exceptions of when holidays or school breaks fall on these dates. Meetings are held virtually from 4-5:30 p.m. Each SEAC meeting through the course of the school year involves presentations and discussions about various board and community programs and services. This format allows SEAC to have ongoing opportunities to influence the establishment, development, and delivery of special education programs and services.

SEAC also participates in the development of the Board's annual budget for special education through ongoing discussion about current and proposed programs and services at each SEAC meeting and through more formal presentations on special education funding and the Board's budget.

Amendments to the Special Education plan were forwarded to SEAC in June 2026 for final recommendations and review. SEAC recommended that the plan be approved by the Board at the June 2026 meeting. All SEAC recommendations are recorded in the meeting minutes and can be accessed on the Special Education Advisory Committee section of our website.

Roles and Responsibilities

The Huron-Perth Catholic District School Board Special Education Advisory Committee continues to be an integral part in the establishment and development of special education programs and services for all students with exceptionalities in the system. The committee is mandated to make recommendations to the Board on any issues affecting the programs and

services for all pupils with exceptionalities.

By active involvement on the Special Education Advisory Committee, members educate their specific local associations pertaining to the proceedings of SEAC and the ongoing developments and procedures with respect to special education programs and services.

The Special Education Advisory Committee operates as an active statutory oversight body advising the Board on policy development and funding allocations under O. Reg 464/97.

The roles and responsibilities of SEAC are as follows:

- **a)** make recommendations to the Board concerning any matter affecting the establishment, development and delivery of Special Education programs and services for students with exceptionalities of the Board;
- **b)** participate in the Board's annual review of its Special Education Plan; and
- **c)** participate in the Board's annual budget process and have the opportunity to review financial statements of the board as related to special education.

Active Organizational Representation

Organization / Association	Role Type
Family Services Perth Huron	Associate Member
Community Living Central Huron	Association Member
Facile Futures	Association Member
Autism Ontario	Association Member
Community Living Stratford & Area	Association Member
Community Living St. Marys	Association Member
Community Services Coordination Network (CSCN)	Association Member
Voices	Association Member
Stratford Children's Services	Association Member
Huron Perth Centre	Association Member

Board Representative	Trustee Appointee
Principal / Vice-Principal Panel Representative	Administrative Representative
System Special Education Staff	Board Representatives

Local associations have parental representatives who promote the interests and well-being of pupils with exceptional needs and abilities. These associations nominate members and the nominations are then presented to the HPCDSB for approval.

SEAC members are provided with extensive documentation on the budgetary process, the Special Equipment Amount (SEA) funding claim process, new initiatives, and the preparation of the Special Education Plan. When necessary, SEAC also passes motions that are then presented to the Board for approval.

Meeting Times, Places, Format

The Special Education Advisory Committee typically meets on the third Monday of each month commencing at 4:00 p.m. During the 2025-26 school year, there was a mix of in-person and virtual meetings. At each meeting, the Chairperson calls the meeting to order. The meetings are attended by the Coordinator of Special Education and the Superintendent of Education. Guest speakers are also invited to address issues pertaining to special education.

Parents and members of the public are welcome to observe SEAC meetings and may make their views known to the committee through the Board's governance process, including meeting agendas and the public minutes repository. In accordance with provincial regulations, the Board also invites representation from persons to represent the interests of First Nations, Métis, and Inuit students to ensure diverse community perspectives are integrated into special education advisory functions.

Nomination Process

SEAC members have a three-year term. In the third year of the term, a letter and appropriate nomination form will be forwarded to local associations to inquire about each association's intention regarding SEAC representation for the next three years. Criteria for a candidate's nomination includes: individual must be a Canadian Citizen; of full age of eighteen years; a resident within the area of jurisdiction of the Board, and a Roman Catholic School elector. Each association is encouraged to nominate a qualified representative, as well as an alternate representative. Provided the nominee meets all of the qualification criteria, a recommendation is made to the Board of Trustees to approve each nominee's appointment to the committee. The same process will be followed in the event a vacancy occurs during the three-year term.

Members' Contact Information

At the beginning of each calendar year, a Special Education Advisory Committee membership list is published and distributed to each member. The list contains the addresses, contact person and phone numbers of the local associations, as well as the members. This list is revised and redistributed accordingly.

Huron-Perth Catholic District School Board

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Membership Nomination Form

In accordance with Section 182 of the Education Act, the Huron-Perth Catholic District School Board invites nominations for membership on its Special Education Advisory Committee.

Name of Association/Organization of Parents:

Nominee & Alternate Information

Please provide contact details for the person qualified to act on this SEAC and so nominated by the local association:

Nominee	Alternate (if possible)
Name: _____	Name: _____
Address: _____	Address: _____
Town/City: _____	Town/City: _____
Postal Code: _____	Postal Code: _____
Telephone Number: _____	Telephone Number: _____
E-mail Address: _____	E-mail Address: _____

Executive Members of Local Association _____

Please complete this form and return it to: Tara Boreham, Superintendent of Education

Section D: Coordination of Services with Other Ministries/Agencies

INTERAGENCY AND COMMUNITY COLLABORATION

The Huron-Perth Catholic District School Board values ongoing collaboration with other ministries, regional treatments centers, and community agencies to support students with special education needs. Recognizing that children thrive when support is integrated, the Board coordinates services to ensure seamless transitions, shared problem solving, and a continuous circle of care.

External Assessment Policy and Transfer Oversight

The Board's policy is to highly value and integrate external clinical assessments authored by qualified, regulated health professionals. Following a review by school administration and appropriate board clinicians to ensure compliance with professional standards, these recommendations are integrated directly into student IEP planning. The Coordinator of Special Education, in consultation with the Superintendent of Education, is the designated position responsible for overseeing all student admission processes and transfer coordination to ensure a seamless circle of care for students entering or moving within the district.

Integrated Service Frameworks

- **Transition Planning for School Entry:** Joint case conferences with preschool speech and language services, infant development programs, and childcare providers to structure entry plans for incoming students.
- **Specialized Health and Clinical Services:** Close coordination with TVCC and Home and Community Care Support Services to deliver occupational therapy, physical therapy, and nursing services directly within school settings.
- **Mental Health and Intensive Interventions:** Collaboration with the Huron-Perth Centre for Children and Youth and child/youth mental health agencies to provide aligned therapeutic counseling and safety plan support.
- **Post-Secondary Pathway Navigation:** Joint planning with developmental services agencies, community living networks, and employment support groups to facilitate successful transitions from secondary school to adult life.

Key Community Partners

The Board maintains professional, collaborative relationships with an extensive network of regional partners, including, but not limited to: Thames Valley Children's Centre (TVCC), Child and Parent Resource Institute (CPRI), Huron-Perth Centre for Children and Youth, Home and Community Care Support Services, Facile Futures, child protection agencies, local hospitals, regional interagency collaborative networks, and other community partners.

Section E: Submission and Availability of School Board Plans

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLAN

Purpose of the Standard

To inform the Ministry of Education and the public regarding the availability, annual review, and statutory approval of the Board's Special Education Plan.

Compliance and Submission Standards

The Huron-Perth Catholic District School Board's Special Education Plan is reviewed annually in full consultation with the Special Education Advisory Committee (SEAC) and is formally approved by the Board of Trustees in strict accordance with Ministry of Education regulations. The finalized plan, alongside the signed Ministry Checklist, is submitted electronically to the Ministry of Education by July 31st of each calendar year.

This submission package includes the Director of Education's letter confirming compliance with Regulation 306, a copy of the Board's formal motion of approval, and all relevant motions and recommendations from the Special Education Advisory Committee (SEAC).

Public Availability and Accessibility

The Special Education Plan outlines the complete range of programs, services, and structural supports available within the Board, reflecting our deep commitment to inclusive, student-centered, and equitable learning environments. To ensure public transparency and community access:

- The current Special Education Plan is hosted permanently and publicly on the Board's official website;
- Printed or digital copies are available to parents, guardians, students, staff, and community organizations upon request;
- Accessible formats of the document are readily available or structured upon request to ensure full compliance with AODA communication standards.